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ABSTRACT

The overall theme of the round-table discussions at a conference of the Canadian Council of Teachers of German (CCTG) was the cooperation of regional teacher associations and creation of a professional development network. An introductory section describes the project through which the round-table discussions were organized, the structure of the discussions, discussion topics, and goals. Subsequently, the three phases of the proposed round-table discussions are outlined: (1) a reflective phase geared to defining problem areas and organizing topics, during which six focal points for each topic were identified (qualifications of professional developers, initiation of development activities, linking professional development and teaching practice, alternative development structures, financing models, survival through renewal); (2) responsibility for use of discussion results for each topic; and (3) first measures to encourage the shift to regional professional development. In the latter category, results are reported for each participating region. Lists of regional and national associations and of conference participants are appended. (MSE)

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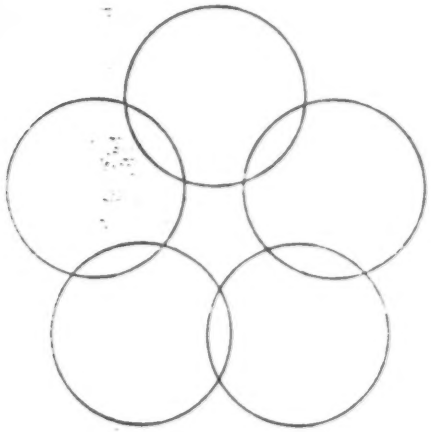
Canadian Council of Teachers of German

Proceedings of the 1994 CCTG Round-Table Discussions on the Professional Development of Canadian Teachers of German



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University of Calgary
April 22nd - 24th 1994

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These proceedings of the Round-Table Discussions were compiled and edited by Esther Enns and Juergen Jahn (Department of Germanic, Slavic and East Asian Studies, University of Calgary) on the basis of posters developed by discussion groups. The editorial notes reflect only the opinions of the editors. This document was translated into English by Juergen Jahn to make the results of the round-table discussions available to a larger audience.

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Sponsors

Standing Committee on German as a Foreign Language - Canada

Canadian Association of German Language Schools

Goethe-Institut Montréal

Goethe-Institut Toronto

Goethe-Institut Vancouver

Association des professeurs d'allemand du Québec

British Columbia Council of Teachers of German

Department of Germanic, Slavic & East Asian Studies
The University of Calgary

What is Professional Development?

Proceedings of the 1994 CCTG Round-Table Discussions on the Professional Development of Canadian Teachers of German, Calgary, April 22-24 1995

Introduction
Description of the Project and Rationale

Background

The teaching of German in Canada is undergoing a crisis. It must be assumed that existing infrastructures supporting the teaching of German will not continue in their present form. Grants in support of the teaching of German are shrinking, and various levels of government are implementing cutbacks. These changes will have an impact on the training and professional development of Canadian teachers of German.

Problems arisingfrom this situation were first discussed during the last regional conference of the PCTG (Prairie Council on the Teaching of German), Kontakt '93, among more than 150 teachers of German. As possible responses to the problem areas identified, teachers mentioned the following concepts repeatedly: cooperation, local groups, networks. Teachers are seeking contact in meaningful contexts, they wish to work cooperatively, learn from each other, and exchange teaching materials among themselves. There are few opportunities within the existing structures of professional development to allow for working cooperatively, however.

Immediately after Kontakt '93, the annual meeting of the CCTG (Canadian Council of Teachers of German) was held. As a result of the discussions held by the working groups, it was suggested that in the next year the CCTG deal with the lack of regional networks and the largely ineffective structures for the professional development of teachers of German. The new Executive was especially instructed to examine the structural concepts of conventional conferences with a view to changing their format. As a response to this request, the *CCTG Round-Table Discussions on the Professional Development of Teachers of German* was planned as an alternative.

The Project

Following up on these suggestions, the national organization, CCTG, organized round-table discussions for representatives of associations and councils of teachers of German, funding organizations, and experts for the creation of a meta-regional professional development network. The goal of these round-table discussions was to examine critically the existing structures and suggest new ways to improve the professional development of teachers of German. It was hoped that the discussions would produce the following results: Suggestions for a new structure for professional development and guidelines for the improvement of professional development initiatives and conferences.

The participants were invited to make such suggestions as:

- how to increase effectiveness within more limited means of support
- how to avoid duplication of professional development initiatives
- how local teachers can form networks
- how to rationalize the structure of professional associations
- how associations and institutions could work more effectively through cooperation

This report presents the results of the round-table discussions and makes them available to all participants. It is hoped that the publication of the report will lead to a revitalization of interaction between Canadian teachers of German. The participants of the round-table discussions can help achieve these goals by sharing their experiences with others and applying their insights within their associations and institutions.

The round-table discussions were open to invited participants only. Purely practical and economic considerations determined the selection of the location of the meeting. Calgary was preferred since it was the seat of the Executive of the CCTG during 1993/94 and, secondly, costs for travel and accommodation were lower.

Structure of the Round-Table Discussions

Participants in the round-table discussions prepared themselves over a period of several weeks. Selected participants collected information about their associations or institutions as well as concerns and insights from their members. (A questionnaire was distributed to facilitate this task. See below.) All participants had to be prepared to present the information about their association or institution in the form of a poster. These reports were intended to provide a starting point for the guided discussions.

One participant came from the Federal Republic of Germany; his role was to present alternative models of professional development and events that could be examined for their usefulness and applicability within the Canadian context.

Preparatory Phase

During the months preceding the round-table discussions, the organisational team contacted all participants and undertook the following steps:

- sending questionnaires to stimulate reflection
- making telephone calls to reinforce the questionnaire
- sending articles about various concepts of professional development

The questionnaire consisted of the following questions for the associations and institutions represented at the round-table discussions:

- How many members does your organisation have?
- What are your membership fees?
- Do you have conferences or other meetings? How often? When?

- Is your organisation part of a provincial *Modern Language Association?*
- What is offered for German at these conferences?
- Who offers workshops and lectures to your organisation?
- Does your organisation publish a newsletter or journal? Which?
- How often does this publication appear?
- Are you assisted in your professional work by a language consultant (Fachberater)?
- How does the Goethe-Institut assist you?
- How satisfied are you with the professional development initiatives that are offered to your organisation?
- With which organisations do you cooperate?
- What cooperative initiatives exist at the present time?
- Are there any initiatives outside of your organisation that support your work? What are they?

Topics for Discussion

- Competition among associations for funding
- Networking
- Cooperative initiatives
- Development of new curricula for schools
- Centralization or decentralization of curricula and examinations
- The structure of professional development events
- Professional development at the national, regional, and local level
- Frequency of professional development events
- Function and purpose of professional associations
- Duplication of services provided by associations

Goals of the Round-Table Discussions

- Revamping of professional relations
- Defining our roles as active participants in professional development initiatives
- Identifying the potential of existing structures
- Conceiving possibilities, focusing on them, discussing them
- Planning projects
- Designing strategies for their dissemination
- Evaluating the round-table discussions

The Three Phases of the Round-Table Discussions

Phase I: The Magnifying Glass

Using this symbolic device, participants engaged in a reflective phase geared toward defining problem areas as well as finding, formulating, and organizing topics for the round-table discussions. (The illustration on this page shows the problem which a participant from B.C. chose to examine under her "magnifying glass".) On Friday evening four main themes were derived provisionally from all of the illustrations presented. They were:

- The necessity of renewal and reorientation. How?
- The symbiotic relationship between theory and practice: How can theory (what we learn through professional development) be carried into the classroom?
- Centralization or decentralization of professional development: How can existing potential best be mobilized?
- Organisation and funding of professional development: structure of associations, regionalization, flow of communication, the future of major conferences.

For Saturday these four topics were further refined and differentiated.

The following six focal points emerged, and working groups for each topic were formed.

- Qualifications and qualification profiles of those engaged in professional development
- The planning of professional development initiatives and curricula. Who initiates professional development?
- Suggestions for linking professional development with instructional practice
- Alternative structures and expressions of professional development
- Models for financing professional development
- Survival through renewal?

Phase II: Results of group discussions pertaining to the six identified topics.

1. The roles of professional developers

a. The following five roles were identified but not arranged in any hierarchical order. The areas of competence for each role were identified.

Coach: animates and encourages teachers, directs curricular planning, gives demonstration lessons, visits classes, evaluates, and gives feed-back.

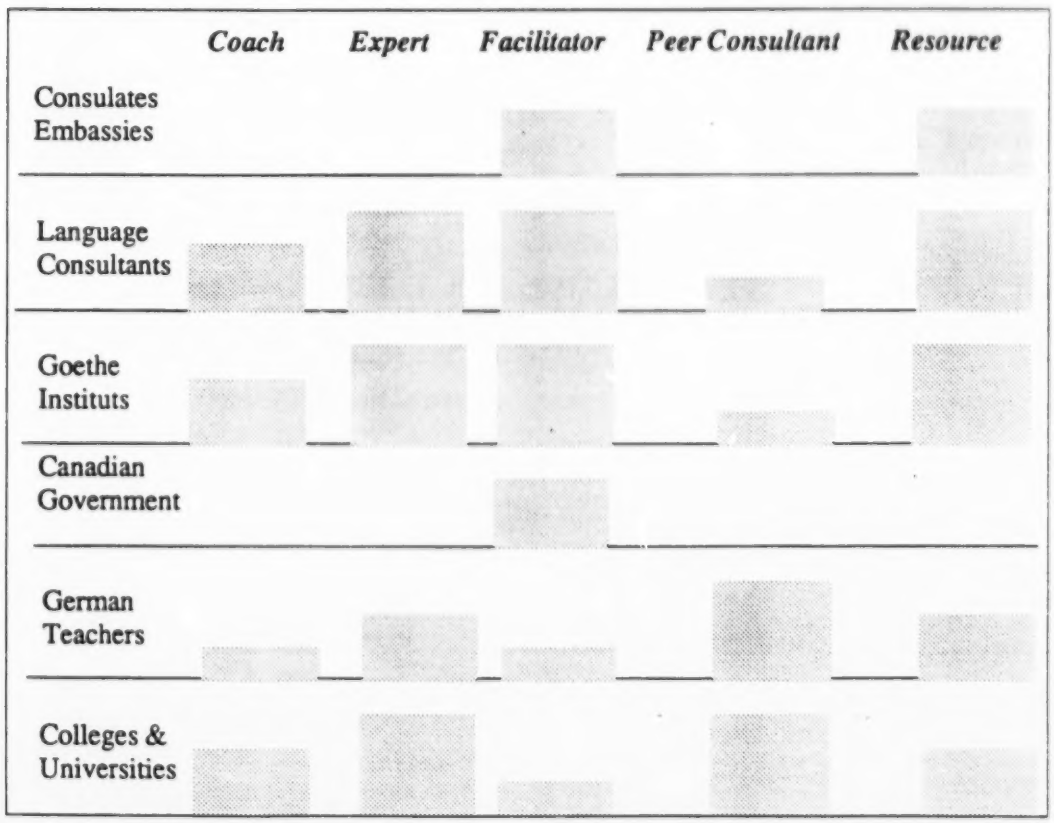
Expert: carries out research and reports about it, publishes reports and articles, stimulates discussions, gives workshops, conveys knowledge (i.e. about culture, media, methods, didactics, language).

Facilitator: ascertains P.D. needs, plans P.D. events, establishes contacts, plans the financing of P.D. events, organizes and carries out P.D. events.

Peer Consultant: meets with Colleagues and discusses own teaching experiences, creates teaching materials with colleagues, initiates mutual classroom visits, shows interest in the teaching experiences of colleagues

Resource Person: gives professional advice, points to useful resources, collects and supplies information and materials

b. As a first step, the group established which individuals, institutions, or associations act as professional developers, which roles they fulfill, and to what extent. This is shown by the following illustration:



Characterizing professional developers

c. *Qualifications for professional developers*

All roles have the following characteristics in common: enthusiasm, commitment, a passionate interest in the subject-matter, openness toward criticism. In addition, the following characteristics pertain to particular roles:

Coach: professional qualifications in the methodology of foreign language teaching, extensive teaching experience, empathy, willingness to relate to others

Expert: professional ability and knowledge, openness to adjust to different target groups and to communicate with them

Facilitator: organisational talents, know-how about management and marketing

Peer Consultant: teaching experience, readiness to cooperate, ability to share ideas with others

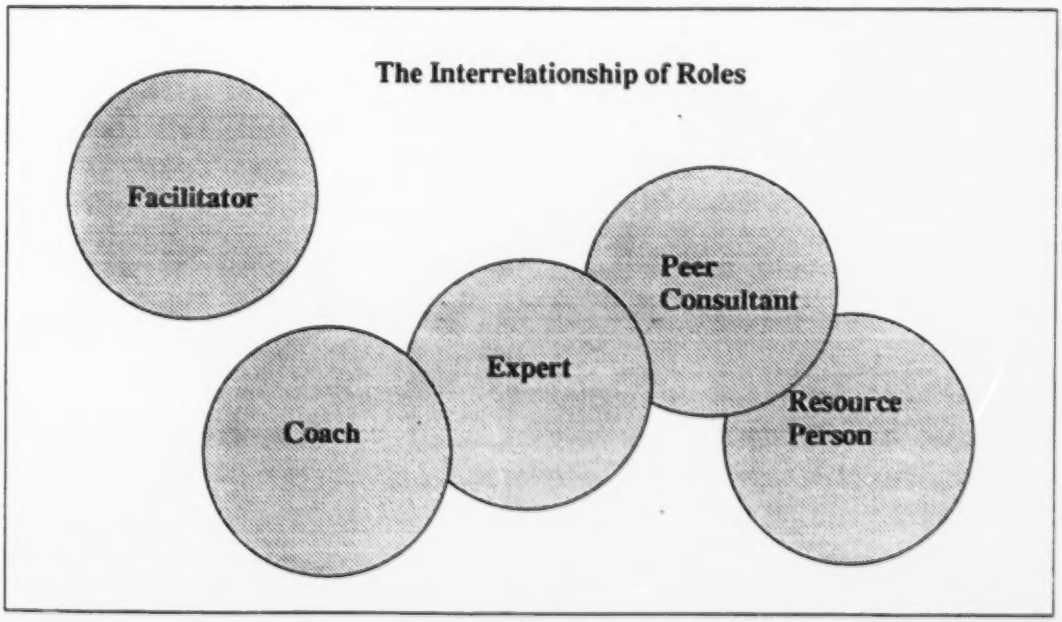
Resource Person: subject expertise, organisational talents, ability and willingness to collect, prepare, and disseminate relevant information on the teaching of foreign languages.

d. *How does one acquire the qualifications of a professional developer?*

Most professional developers acquire their skills through practical experience; however, there are also formal aspects in the preparation of becoming a professional developer.

Experiential Aspects

- teaching experience
- cooperative ventures with colleagues
- positive outlook
- active participation in all opportunities to advance their professional development (learning by doing)



Formal Aspects:

- participation in a programme of studies
- participation in P.D. workshops
- participation in conferences
- independent studies
- courses in management and marketing

Qualifications of Professional Developers

Educational Aspects ↑

↓ Experiential Aspects

A few critical remarks about the offerings in professional development

The present offerings in professional development usually follow the transmission-model which is hierarchical, represents a top-down approach, and is determined by experts.

- Information is sometimes separated *post festum* from classroom practices.
- Frequently there is neither continuity between events nor any follow-up.
- Although topics in professional development may be relevant and interesting in themselves, they may, at the same time, be uncoordinated, unclear, unknown, and indistinguishable to the target audience.

2. Planning of professional development and curricula: Who initiates professional development?

a) Active initiators

- individuals, idealists (i.e. CALL seminars - Waskesiu [Rubi Rubrecht] and Callgen Production Studios [Bill Gilby]
- groups of teachers, ad hoc initiatives (i.e. a group of teachers preparing instructional materials)
- associations of teachers of German - regional and meta-regional (i.e. SAGT conferences; BCCTG newsletter *Dialog*; *Kontakt* conferences of the PCTG)
- associations of teachers of modern languages - regional and meta-regional (i.e. OMLTA conferences; BCATML conferences, CASLT conferences)
- ministries of education (i.e. creating curricula, arranging seminars to introduce a new curriculum)
- school boards (i.e. P.D. days, assistance from language consultants)
- universities - faculties of education and German departments (i.e. undergraduate and graduate programs in German)
- language consultants (i.e. classroom visits, personal consultation, distribution of instructional materials, seminar offerings)

- Goethe-Institutes (i.e. seminars, conferences, provision of instructional materials, exchange programs)

- DAAD (i.e. seminars, exchange programs, fact-finding tours)

- embassies (i.e. facilitating visits of experts and speakers, distributing instructional materials)

b. Potential initiators

There are many teachers of German who have already acquired a wide range of personal knowledge and experience that they could share with colleagues. Access to this potential repertoire usually remains restricted to a small circle of colleagues, without having an impact on a larger audience. There is a need for initiatives and structures that make ongoing exchange possible. Examples of informal structures that already exist were identified:

- contacts between local and regional teachers

- exchange of experiences with exchange teachers and with other informants from German-speaking countries.

- other formal structures for the exchange of information were mentioned: specialist journals such as *Canadian Modern Language Review, CASLT Bulletin, Info-DaF*

c. *Networking of professional development events*

While in the past many P.D. initiatives were conceived and planned as independent events, future initiatives should bring about long-term continuity and networking. The following model shows a sequence of six planning and organizing steps that could be applied locally, regionally, and nationally.

Step 1: Planning

A focus that has been derived from a needs analysis on the part of teachers is defined. A group consisting of representatives from various areas of teaching and professional development (teachers, representatives of associations, language consultants, and representatives of the Goethe-Institut) plan a professional development project around a "focal point" that responds to the identified needs.

Step 2: Impulse Seminar

The group carries out a brain storming session that generates as many ideas as possible on the focal point of the P.D. project. All ideas are examined for their practical relevance to teaching. Group participants commit themselves to testing the ideas in their classrooms. (Step 1 and 2 can be completed in one meeting, if financial constraints make this necessary.)

Step 3: First Stage of Experimentation

Teachers who have participated in the impulse seminar test the project in their classrooms. They introduce the project locally and invite further participants. Team work on the local level includes cooperative lesson planning, observation of each other's teaching in conjunction with reflective discussions.

Step 4: Evaluative Seminar
After approximately one year of practical experimentation, local participants meet for an evaluative seminar in which the results

of their work are discussed with experts and in round-table exchanges. Participants commit themselves to further experimentation.

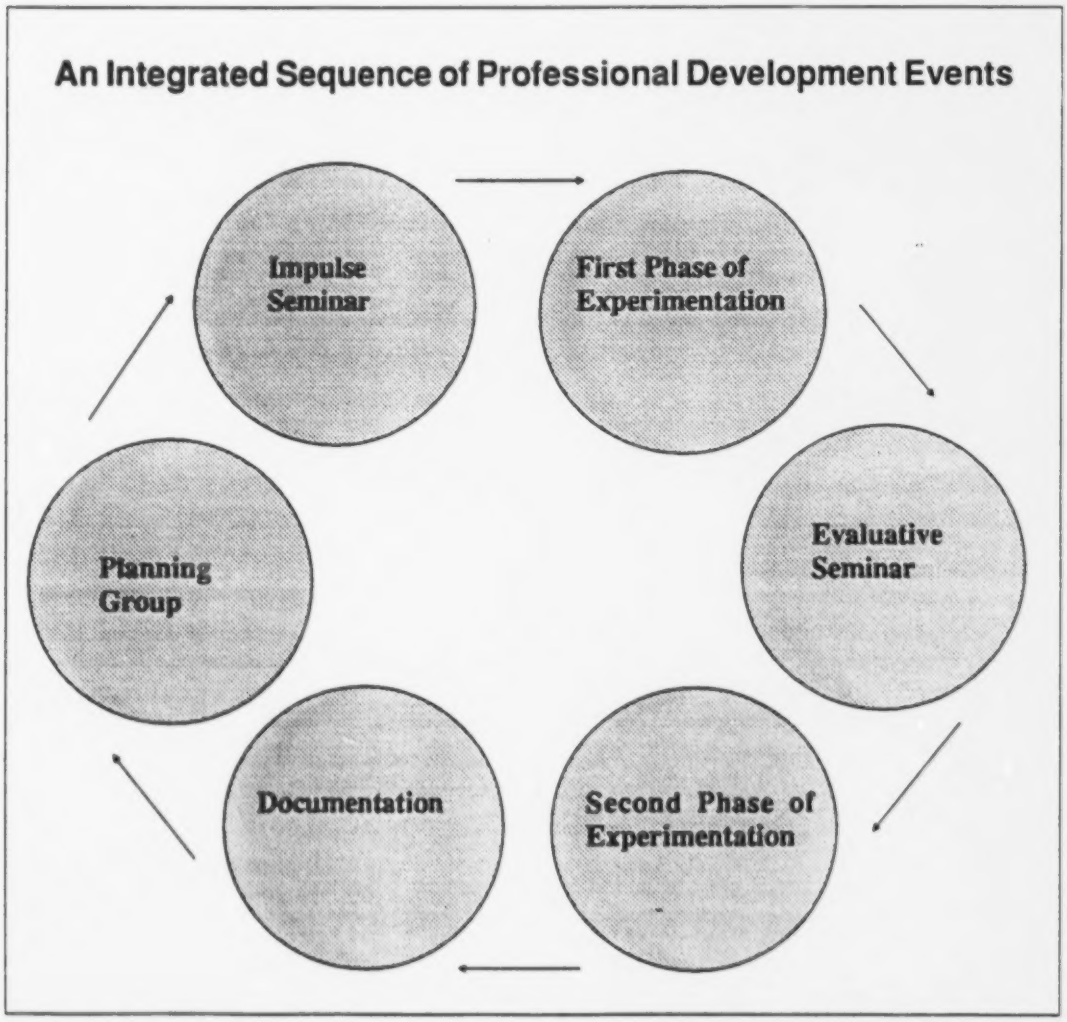
Step 5: Second Round of Experimentation in Practice

Teachers who participated in the evaluative seminar carry out further trials in their classrooms. They coordinate the project locally and invite all teachers to participate in regular group discussion

Step 6: Documentation and Definition of New Foci

After approximately one year, the results of the project are documented and published. Participants may be invited to report on their project to teachers in other regions. Written accounts of the project are published in appropriate journals and newsletters. New foci give impetus to new projects that may be adopted by new planning groups.

Illustration: An Integrated Sequence of Professional Development Events



3. Suggestions for the Integration of Professional Development and Teaching Practices

This group focused on how to activate teachers to participate in professional development on the local level.

Motivational Factors:

Personal Factors

Foci have to relate to the needs of teachers. The perceived inadequacies of past teaching experiences that often result in self-pity may motivate teachers to partake in professional development projects. However, successful collaboration depends on the willingness of all participants to bring about personal behavioral change.

If professional development is to be motivating, it must be realistic, closely related to everyday classroom experiences, and promise concrete results. Also, all participants must experience the entire process of professional development as personally meaningful from beginning to end.

Administrative Conditions

School boards must be encouraged to grant teaching relief to teachers working on professional development projects. Should it be impossible to obtain substitute teachers, P.D.-days or annual teachers' conventions could be utilized as a venue for professional development projects.

4. Alternative Structures and Forms of Professional Development

In this group, four possibilities were discussed:

- newsletters and info-letters
- Grammar-Café: professional development by and for teachers
- initiatives for the institution and continuation of teaching German in schools
- academic programs for the education of teachers of German.

Other groups made further suggestions on this topic. They are closely linked to the above-mentioned structure. In addition, the editors of this report will comment on the topics "initiatives" and "education". The alternative "tandem" model will also be introduced.

a. Newsletters and Info-Letters:

Language consultants, associations and Goethe-Institutes exchange their newsletters and give each other permission to publish in their own publications (and by citing the source) items relevant to all Canadian teachers of German.

- procedure: copies are sent to the editors of all newsletters and journals
- precondition: preparing a list of editors including their address, phone number, fax number, e-mail address (The CCTG could act as a coordinator.)

Forum Deutsch: all newsletters are also sent to the editor of *Forum Deutsch*. Articles that may be of interest to all teachers of German should be clearly marked. It is still to be established whether articles originating in *Forum Deutsch* could also be published in the newsletters.

The question was asked, whether the info-letters of the language consultants could be distributed Canada-wide. A limited distribution to the presidents of associations would certainly be possible.

b. Grammar-Café: Professional Development by and for Teachers

Teachers within a school or within a school jurisdiction introduce projects and methods that have been successful in their classrooms. In addition, individual problems are discussed.

- precondition: teachers must prepare for these meetings
- procedure: teachers take turns conducting the meeting so that participants stay on topic and concrete results are achieved.

c. Initiatives for the Institution and Continuation of Teaching German in Schools

- language consultants, perhaps representatives of the Goethe-Institut visit schools to speak with guidance counsellors and principals
- precondition: availability of convincing promotional and informational materials
- procedure: arrangement and production of materials possibly with StADaF funding
- keeping the provincial associations of guidance counsellors informed.

The suggestions mentioned above arose during the group discussions, however, the editors of this report would like to add - consonant with the key theme of *decentralization* of the round-table discussion - the following commentary:

Editorial note:

The impulse and execution of all promotional endeavors must take place on the local level. Interested parents, teachers, and perhaps also teacher associations must bring about these initiatives through cultivating personal contacts. The role of language consultants and representatives of the Goethe-Institut should be limited to the support of these strategies. Promotion of existing programs is best handled by teachers themselves by visiting feeder schools and introducing their programs. In our opinion, new programs must always rely on an effective lobby of interested parents.

d. Academic Programs for the Education of Teachers of German (Possible model in Ontario)

- cooperation between the Goethe-Institut and the OATG with the Faculty of Education in creating an intensive program of teacher training
- precondition: willingness on the part of the Ministry of Education to recognize the program as suggested
- procedure: establishment of the program at a suitable university
- if successful, transfer of the model to other provinces.

Suggestion by the editors of the report:

This initiative should fall within the purview of Canadian universities and colleges since it concerns the teacher certifi-

cation of Canadian teachers of German. General aspects of foreign language didactics may be offered in cooperation with the faculties of education and the departments of modern languages. Language, as well as methods and didactics of German as a foreign language, may be offered by German departments. At a few Canadian universities, elements of such course offerings already exist. In the west, we are familiar with programs at the University of Alberta, University of British Columbia, and the University of Calgary.

e. The Tandem-Model of Professional Development

This model was briefly explained as an alternative model in the round-table discussions but it was not discussed in group 4.

In the tandem-model, small groups of teachers (usually diads) form reciprocal working groups that try to realize the following goals in regular meetings:

- individual and cooperative, pedagogical, and didactic reflections based on one's own teaching and that of others
- the promotion of professionalization among teachers through cooperatively defined goals

Tandem work takes place on the local level. It is clearly defined cooperative work that can be integrated into larger professional development projects. (Compare: "Networking of events" pages 8 and 9)

5. Models for Financing Professional Development

The slogan for this group was "More and better with less!"

a. Who has been financing professional development?

- teachers paying for their own professional development
- Canadian sources: associations, school boards, provincial ministries of education, provincial ministries of culture, German departments at universities, the Canadian Government through the Secretary of State, private firms
- German sources: StADaF, Goethe-Institut, DAAD, Deutsche Forschungsgemeinschaft, Zentralstelle für das Auslandsschulwesen, private firms
- sources from Austria and Switzerland: embassies, consular offices, Pro helvetia, private firms.

b. Goals for the future financing of professional development: Maximizing minimal funds

A general strategy would be to support more local and regional instead of national events. National conferences are very expensive in Canada since distances are great and travel costs high. Savings in accommodation can be attained through locating conferences at universities (only possible at certain times of the year).

As a long-term goal, Canadian teachers of German must strive to finance their professional development from Canadian sources.

c. Specific suggestions for cost savings

- more regional and fewer national professional development events
- national professional development events only for those teachers who commit themselves to act as professional developers on the local level
- less emphasis and reliance on professional development through costly experts brought in from great distances
- greater reliance on and importance of local and regional professional development
- reorganisation of regional areas in order to limit travel costs to a minimum
- formalized cooperation between associations and initiators of professional development events
- CCTG to act as coordinating link between local and regional initiatives
- building contacts to encourage private funding on the local level

6. Survival Through Renewal?

During the *Magnifying Glass* phase of the round-table discussions, it was repeatedly mentioned that many colleagues suffer from professional fatigue. Instead of the tedium of routinized teaching, many teachers long for the openness and excitement they knew as beginners in their profession. In the search for renewal, the conditions under which teachers could buy into new impulses that would invigorate their professional lives were discussed. Renewal would depend on a fundamental reorientation:

a. Reorientation of personal attitudes

- a willingness to share, not only to "consume"
- a willingness to participate in team work
- an openness toward new ideas

b. Reorientation of professional development

- abandonment of exclusive, hierarchical structures
- introduction of inclusive local networks

c. Reorientation of the content and methods of teaching German

- modern cultural content attractive to the learners of today

All suggestions made by the various working groups have this reorientation as a goal. Successful application of the results of this round-table discussion should lead to a much needed renewal.

Phase III: First Measures to Encourage the Shift to Regional Professional Development

As the last phase of the round-table discussions, regional groups planned how to implement the newly conceived process of professional development in various regions.

Atlantic Canada and Québec Region

(Beate Cloetta, Esther Enns, Rainer Hempel, Margarete Heukäufer, Karin Mollinger, Uwe Rau)

Overall goal for the professional development initiative: How do we find local professional developers and how do we train them?

Procedure

- letter to all teachers of German, informing them about the new professional development concept; search for teachers willing to participate in the project
- follow-up telephone calls (personal contact)
- formation of a planning committee (compare page 8)
- first meeting of the planning committee to discuss potential topics and a professional development team
- holding an evaluative seminar (possibly in conjunction with the annual meeting)
- transfer of the results of the evaluative seminar to the local level through local events (leads to the first phase of experimentation)

Remark: further steps were not elaborated because of the limited time available for planning.

Ontario Region

(Maureen Cunningham, Bernd Desinger, Robert Hart, Annemarie Heinze, Manfred Kuxdorf, Ilse Lindemann-Macha, Herminio Schmidt, Fred Seliger)

This group described the existing structure of associations and professional development events within the province of Ontario. It also discussed the existing professional development activities and the responsibility of the various professional development agencies. Because of the limited time at their disposal, no concrete plan for the professional development of the Ontario region was developed. However, one initiative has already been launched by the Goethe-Institut and the OATG in conjunction with the Faculty of Education for the establishment of a program leading to the certification of teachers of German. The precondition for this initiative would be that the Ministry of Education recognizes the diploma for the certification of teachers of German.

Manitoba/Saskatchewan Region

(Rupert Barensteiner, Walter Kampen, Michael Legutke, Bruce Plouffe, Rubi Rubrecht)

1. Existing initiatives

Manitoba:

- an annual professional development conference (SAG) with 80 - 100 participants

- regional professional development events in Altona, Winkler, and Winnipeg
- professional development events in Hutterite colonies

Saskatchewan

- an annual meeting of teachers of German in Saskatchewan
- regional meetings at the University of Regina
- professional development events in Hutterite colonies

Advantages and disadvantages of the above initiatives

- relatively easy to organize and finance
- little extended impact to resulting in changes to teaching styles
- with decreasing support for these P.D. initiatives, it can be anticipated that fewer teachers will participate

2. Planned initiatives for Manitoba and Saskatchewan

The initiatives mentioned above should, if at all possible, be retained. The advantages of regional events are considerable: short distances, a feeling of close contact, cost effectiveness, and ease of organisation.

Professional development should, however, be more responsive to the wishes and needs of the target audience (questionnaires). P.D. initiatives should also make greater use of the talents present among colleagues. In addition to changes to the existing P.D activities, the following was suggested:

a. the establishment of a one-week teacher summer program (middle to end of August). The Alberta experiences can serve as a model (info gained at Kontakt '95 among others).

b. the establishment of P.D. teams or tandems.

Pertaining to the summer program for teachers

- participants from Manitoba and Saskatchewan
- planning and organisation by MTG, SAGT, and language consultant
- content planned and program carried out with support of the language consultant, the Goethe-Institut, and the participants
- financing: StADaF, registration fees, Manitoba Education, Saskatchewan Education etc.

Pertaining to long-term formation (2 years) of teams or tandems for mutual professional development

- research support through the universities
- define goals of professional development initiatives
- establish criteria for the participants (a mixture of old and young, all levels of schools, male

and female, new and experienced, native speaker and non-native speaker, etc.)

Advantage of these initiatives:

- far-reaching changes and improvement of teaching techniques; participants are enabled to engage in professional development

Alberta/British Columbia Region

(Susanne Bechtold, Isolde Hey, Juergen Jahn, Michael Kage, Laurence Kitching, Livia Kivisild, Ingrid Laue, Manfred Prokop, Edna Schuerhaus, Vreny Schuster, Jo-Anne van Donzel)

This group concentrated on the restructuring of existing professional development initiatives. In the short term, efforts will be limited to the structural area.

1. Restructuring the associations

- restructuring of local and regional cooperative ventures
- creation of regional centres (i.e. Vancouver Island, Greater Vancouver, Lower Fraser Valley, Okanagan, BC Rockies, Greater Calgary, Greater Edmonton)
- cooperation with PCTG for planning of Kontakt '95

2. Restructuring the frame of reference for conferences

- professional development seminars of several days for professional developers who wish to become active and give impulses on the local level
- necessity: questioning the time, rhythm, and place of traditional P.D. events; consider different models for P.D. events

3. Restructuring communication

- find partners in small communities
- identify professional developers
- encourage communication between different levels of instruction
- foster the cooperation of all associations

4. Preplanning a professional development initiative

- collect suggestions from teachers in the field
- define needs
- narrow down to a focus (perhaps *Training the Trainer* , the model developed by Michael Legutke)
- develop promotional strategies

Follow-up

Discussion of the results of the round-table discussions took place at the annual meeting of the CCTG (following the conclusion of the round-table discussions)

The following suggestions concerning the coordination of the professional develop-

ment of Canadian teachers of German at all levels of instruction were defined as the responsibility of the CCTG:

1. A committee shall examine the structure of Canadian associations of teachers of German to suggest a restructuring of these.

2. Members of the CCTG shall take on the responsibility of creating an e-mail net for DaF topics relating to German teaching. Laurence Kitching will be responsible for this endeavour.

3. The CCTG could redefine itself as a facilitating organisation for communication with IDV and StADaF.

4. The CCTG could redefine itself as an advisory organisation for local and regional groups of teachers or associations concerning the planning and financing of professional development projects.

5. The CCTG accepts responsibility for the coordination of professional development projects in various regions and offers initiatives for the professional development of professional developers. The CCTG creates a listing of Canadian professional developers.

6. The CCTG forms a committee with the responsibility to review publications dealing with professional development in *Forum Deutsch*. This task will be carried out by Britta Hufeisen and Manfred Prokop.

7. The CCTG shall ascertain which professional development needs and wishes exist among teachers at various levels of instruction.

It was furthermore suggested that the CCTG act as a lobby in the public domain (i.e. in newspapers) in order to further the teaching of German. Some members thought that the CCTG should also function as a clearing house for teaching materials. This suggestion is difficult to implement since the executive of the CCTG changes from one location to another and the purchase, storage, and distribution of these materials would result in considerable expense. Goethe-Institutes and language consultants who are in a fixed locations are more suitable candidates for this mandate.

Regional Associations

Atlantic Council of Teachers of Cerman

Association des professeurs d'allemand du Québec

Ontario Association of Teachers of German

Manitoba Teachers of German

Saskatchewan Association of Teachers of German

Alberta Association of Teachers of German

British Columbia Council of Teachers of German

National Associations

Canadian Council of Teachers of German

Canadian Association of German Language Schools

Prairie Council on the Teaching of German
(now: Western Canadian Council on the Teaching of German)

Canadian Association of University Teachers of German

Participants

Rupert Barensteiner, Winnipeg, Language Consultant, Manitoba
Susanne Bechtold, Calgary, CCTG, Membership Secretary
Beate Cloetta, Montreal, CAGLS Representative
Maureen Cunningham, Newmarket, CCTG Treasurer
Bernd Desinger, Toronto, Goethe-Institut Toronto
Esther Enns, Calgary, SKKD President
Robert Hart, Toronto, OATG President
Annemarie Heinze, Toronto, CAGLS Representative
Rainer Hempel, Sackville, ACTG President
Margaretha Heukäufer, Halifax, CCTG (Universities)
Isolde Hey, Vancouver, Goethe-Institut Vancouver
Juergen Jahn, Calgary, Editor, FORUM DEUTSCH
Michael Kage, Edmonton, Language Consultant, Alberta, B.C.
Walter Kampen, Winnipeg, MTG President
Laurence Kitching, Vancouver, CCTG (Universities)
Livia Kivisild, Calgary, CAGLS Representative
Manfred Kuxdorf, Waterloo, CCTG Past President
Ingrid Laue, Vancouver, BCCTG President
Michael Legutke, München/Germany, Goethe-Institut
Ilse Lindemann-Macha, Ottawa, Cultural Attaché
Karin Mollinger, Quebec City, APAQ President
Bruce Plouffe, Regina, CCTG (Universities)
Manfred Prokop, Edmonton, CAUTG Curriculum Task Force
Uwe Rau, Montreal, Goethe-Institut Montreal
Rubi Rubrecht, Regina, PCTG Representative
Herminio Schmidt, Waterloo, CCTG Secretary
Edna Schuerhaus, Vancouver, CCTG (Schools)
Vreni Schuster, Vancouver, CAGLS Representative
Fred Seliger, Toronto, CAUTG President
JoAnn Van Donzel, Calgary, AATG President

Regrets

Hermina Joldersma, Calgary, CAUTG Vice-President
Cornelia Taschow, Regina, SATG President